

Education-Secondary Education (ESEC)

Courses

ESEC 5000. Early Fieldwork Seminar. Units: 3

This course is the first of two Clinical Practice fieldwork courses designed to provide single subject credential candidates practical hands-on experience in schools. Candidates are required to conduct Early Fieldwork hours (120 hours) including observations, tutoring diverse learners, small group work, and completing fieldwork assignments from the various program courses. The course also requires candidates to explore and reflect on school-wide policies, classroom environments, classroom management and procedures, and instructional design. The seminars link coursework with practice and provide collegial support for the candidates. Graded credit/no credit.

ESEC 5001. Classroom Management & Pedagogy. Units: 3

Semester Prerequisite: Admission into the Single Subject Program
This course explores current research, theory, and best practices for managing student behavior in secondary classrooms. Topics include managing classroom routines and procedures, setting clear behavioral expectations, appropriate pedagogy and communicating expectations to students and families, and developing positive interventions to promote student social-emotional growth.

ESEC 5002. Educational Equity and Advocacy. Units: 3

This course provides students with the essential knowledge and dispositions of culturally responsive, anti-racist, and critical education. The course highlights the imperative to teach with multiple perspectives and develops student capacity to teach all youth regardless of social class, culture, race, ethnicity, language, gender, and sexual identity.

ESEC 5003. Pedagogical Foundations for English Language Learners in Secondary Classrooms. Units: 3

This course explores strategies for modifying instruction to teach all students, including English language learners, effectively. The course provides students with the knowledge and skills necessary to create inclusive learning environments and maintain high expectations for all students. This course may not use it for master's credit.

ESEC 5004. Adolescent Development and Educational Theory. Units: 3

The course highlights the ways adolescents interact within school settings, and examines research on adolescent development as it pertains to effective teaching. Students will explore various theories of physical, cognitive, social, and emotional development, and consider how those theories inform teaching in secondary school contexts.

ESEC 5030. Subject Matter Seminar. Units: 3

This course guides the teacher candidate in preparing for and responding to the Subject Matter Competency state-mandated requirement for all teacher candidates. This state-mandated requirement evaluates teacher candidates competency in the content area in which they are seeking their credential. In this course, students will engage in peer exploration of and preparation for the Subject Matter requirement. Can be taken a maximum of two times for a total of six units. Graded Credit/No credit. Mandated course for all applicants who have not met the Subject Matter Competency requirement.

ESEC 5450. Adolescents Literacy Tutoring. Units: 3

Tutor training for students to work with low literacy and at-risk adolescents in reading. Topics include literacy methods, multicultural issues, learning disabilities and use of educational software. 20 hours lecture and 48 hours of tutoring an adolescent in a field-based setting. Department consent required.

ESEC 6002. Educational Equity and Advocacy. Units: 3

This course provides students with the essential knowledge and dispositions of culturally responsive, anti-racist, and critical education. The course highlights the imperative to teach with multiple perspectives and develops student capacity to teach all youth regardless of social class, culture, race, ethnicity, language, gender, and sexual identity.

ESEC 6003. Pedagogical Foundations for English Language Learners in Secondary Classrooms. Units: 3

This course explores strategies for modifying instruction to effectively teach all students, including English language learners. The course provides students with the knowledge and skills necessary for creating inclusive learning environments and maintaining high expectations for all students.

ESEC 6004. Adolescent Development and Educational Theory. Units: 3

The course highlights the ways adolescents interact within school settings, and examines research on adolescent development as it pertains to effective teaching. Students will explore various theories of physical, cognitive, social, and emotional development, and consider how those theories inform teaching in secondary school contexts.

ESEC 6005. Literacy Across the Content Areas. Units: 3

This course explores how to teach reading and writing to prepare students for discipline-specific thinking across content areas. The course includes the design and implementation of formative and summative assessments in the classroom.

ESEC 6006. Secondary Education Special Topics (Capstone). Units: 3

Quarter Prerequisite: Admission to the Single Subject Program
This course provides students with ethical and legal guidelines for special education, school discipline, data privacy, copyright & technology use agreements, internet security, and other issues for classroom teachers. Exploring the influences of political, social, economic, legal and cultural issues on schools and classroom practices.

ESEC 6010. Methods of Teaching in the Content Areas: Art. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching methods in Art, and the skills to plan and implement subject-specific pedagogy for Art in secondary classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning and developing practices that promote inquiry and critical thinking.

ESEC 6011. Methods of Teaching in the Content Areas: English. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching methods in English/ Language Arts and the skills to plan and implement subject-specific pedagogy in English/ Language Arts secondary classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

ESEC 6012. Methods of Teaching in the Content Areas: World Language. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching methods in World Languages and the skills to plan and implement subject-specific pedagogy in secondary World Languages classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

ESEC 6013. Methods of Teaching in the Content Areas: Mathematics. Units: 3

This course provides students with an understanding of the current knowledge-base of teaching methods in mathematics and the skills required to plan, evaluate, and implement effective mathematics pedagogy in secondary classrooms. Topics include selecting and adapting evidence-based methods of teaching for the content area of mathematics, planning lessons and units, assessing learning, and developing practices and dispositions that promote inquiry and critical thinking.

ESEC 6014. Methods of Teaching in the Content Areas: Music. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching and the skills to plan and implement subject-specific pedagogy in secondary classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

ESEC 6015. Methods of Teaching in the Content Areas: Physical Education. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching Physical Education and the skills to plan and implement subject-specific pedagogy in secondary Physical Education classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learnings, and developing practices that promote inquiry and critical thinking.

ESEC 6016. Methods of Teaching in the Content Areas: Science. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching Science and the skills to plan and implement subject-specific pedagogy in secondary Science classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

ESEC 6017. Methods of Teaching in the Content Areas: Social Science. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching Social Science and the skills to plan and implement subject-specific pedagogy in secondary Social Science classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking.

ESEC 6018. Methods of Teaching in the Content Areas: Theater. Units: 3

This course provides students with an understanding of the existing knowledge-base of teaching methods in Theater and the skills to plan and implement subject-specific pedagogy in K-12 Theater classrooms. Topics include selecting and adapting methods of teaching for the content areas, planning lessons and units, assessing learning, and developing practices that promote inquiry and critical thinking. Graded A through C-/NC.

ESEC 6020. Supervised Field Experience I. Units: 6

This course is intended to help the teacher candidate make the transition from a college student to classroom teacher. Student teaching is an opportunity for the candidate to enact the theories, practices and strategies learned in the foundational stage of the credential program. In the initial stages of this transformative experience, the teacher candidate will observe the Resident Teacher and orient her/himself to the students and the school culture. Over the course of the semester the candidate will have increasing responsibility for the classroom, teaching an increasing number of periods through the school day. Student teaching is a full-time, all day experience in a public school setting. Graded: Credit/No Credit.

ESEC 6022. Supervised Field Experience II. Units: 3

This course is intended to help the teacher candidate make the transition from a post-baccalaureate student to classroom teacher. Student teaching is an opportunity for the candidate to enact the theories, practices and strategies learned in the foundational stage of the credential program. In this second stage of student teaching, teacher candidates will assume more responsibility for the classroom, teaching an increasing number of periods through the school day. Student teaching is a full-time, all day experience in a public school setting. Graded: Credit/No Credit.

ESEC 6030. Teaching Performance Assessment Supervised Study I. Unit: 1

This course will prepare students to submit their Teaching Performance Assessment. This will include one-on-one mentoring sessions to supervise and provide guidance on student work for the TPA. Graded credit/no credit.

ESEC 6031. Teaching Performance Assessment Seminar. Units: 3

This course guides the teacher candidate in preparing for and responding to the California Commission on Teacher Credential (CCTC) state mandated Teacher Performance Assessment required of all teacher candidates. This state mandated assessment evaluates what teacher candidates know and are able to do before being recommended for a teacher credential. In this course students will engage in practical exploration of and preparation for the TPA Cycle 1. Can be taken a maximum of two times for a total of six units. Graded Credit/No credit.

ESEC 6032. Teaching Performance Assessment Supervised Study II. Unit: 1

This course will prepare students to submit part II of their Teaching Performance Assessment. This will include one-on-one mentoring sessions to supervise and provide guidance on student work for the TPA. Graded Credit/No credit.

ESEC 6033. Teaching Performance Assessment Seminar II. Units: 2

Semester Prerequisite: Must have completed Teaching Performance Assessment Seminar I

This course guides the teacher candidate in preparing for and responding to the California Commission on Teacher Credential (CCTC) state mandated Teacher Performance Assessment required of all teacher candidates. This state mandated assessment evaluates what teacher candidates know and are able to do before being recommended for a teacher credential. In this course students will engage in practical exploration of and preparation for the TPA Cycle 2. Graded Credit/No credit.

ESEC 6034. Teaching Performance Assessment Seminar. Units: 3

This course guides the teacher candidate in preparing for and responding to the California Commission on Teacher Credential (CCTC) state mandated Teacher Performance Assessment required of all teacher candidates. This state mandated assessment evaluates what teacher candidates know and are able to do before being recommended for a teacher credential. In this course students will engage in practical exploration of and preparation for the TPA Cycles 1 and 2. Can be taken a maximum of two times for a total of six units. Graded Credit/No credit.

ESEC 6055. Internship Seminar I. Units: 2

This course provides support and guidance to the intern teacher candidate. The intern candidate is a full-time teacher with full responsibilities of the classroom in a cooperating school district. On a daily basis, the intern will demonstrate and refine their teaching of content area standards as well as demonstrate effective use of the theories and strategies learned in the foundational stage of the credential program. Graded credit/no credit. Formerly offered as ESEC 555.

ESEC 6056. Internship Seminar II. Units: 2

This course is the second phase of supervised intern teaching. In this course, the candidate continues to receive support and refine their teaching of content area standards. Graded credit/no credit. Formerly offered as ESEC 556.

ESEC 6071. Intern Supervision I. Units: 3

Semester Prerequisite: Admission to Single Subject Program and Intern requirements met. Quarter Prerequisite: enrollment in Single Subject Program and meeting Intern requirements

Supervised field experience for full-time intern teaching in a single subject setting in a public school. Formerly ESEC 570A. Graded Credit/No Credit.

ESEC 6072. Intern Supervision II. Units: 3

Semester Prerequisite: satisfactory completion of ESEC 6071 and consent of program coordinator. Quarter Prerequisite: satisfactory completion of ESEC 570A and consent of program coordinator
Full-time teaching in a single subject setting in a public school. Graded credit/no credit. Formerly ESEC 570B. Graded Credit/No credit.

ESEC 6605. Advanced Topics in Education. Units: 3

History and theory of elementary, secondary and post-secondary education within the setting of American society: underlying assumptions, organizational structure, leadership, policy, and educational change. Multiculturalism is studied in a balanced context relevant to the educational setting. Students apply what they learn to their educational philosophy, thereby connecting theory to the daily practice in the schools. Course offered as ESEC 6605 and EMAT 6605; credit cannot be awarded for both. Formerly EDUC 605/6605.

ESEC 6610A. Teaching and Learning Technique A - Student Engagement. Units: 3

Theories, research, and concept of human motivation and engagement related to learning and teaching. Explores what motivates students to learn and examine strategies, techniques and interventions that promote and sustain learner engagement. Historical and contemporary research on motivation, teaching and learning will be reviewed, analyzed and discussed.

ESEC 6610B. Teaching and Learning Technique B: Effective Communication in Education. Units: 3

Practical approaches to effective communication in educational contexts. Correlates of effective change and the dynamics of interpersonal communication; group dynamics from a pluralistic perspective; writing and speaking for professional and academic purposes.

ESEC 6610C. Teaching and Learning Technique C: Instructional Facilitation. Units: 3

Provides a context for understanding learner-centered effective questioning techniques, coaching conversations, facilitation strategies, working with struggling learners, navigating conflict, and verbal and nonverbal communication skills.